Iowa State Board of Education

Executive Summary

November 20, 2008

Framework for Board Policy Development and Decision Making
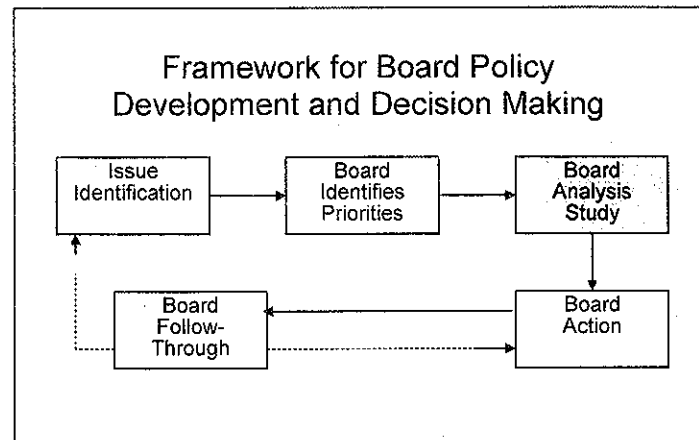
Agenda Item: Diversity Initiatives and Activities

Iowa Goal:
2) All K-12 students will achieve at a high level.
3) Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: The Department must support the learning of all students if they are expected to achieve at a high level.

Presenter: Kevin Fangman, Administrator
Division of PK-12 Education

Roger Utman, Administrator
Division of Community Colleges and Workforce Preparation

Attachments: 3

Recommendation: It is recommended that the State Board listen and discuss the information about initiatives that support diverse learners in the Iowa.

Background: Iowa's student population is becoming increasingly diverse. The Department has many initiatives to support K-12 students. Some of these initiatives are specific to diverse learners, while others are targeted at struggling learners, and others are for all learners.

Diversity Initiatives in Iowa

As Iowa's student population has continued to diversify racially, culturally, linguistically, and socioeconomically, it is important that we strive to support each and every child in Iowa schools. The Iowa Department of Education (Department) focuses its resources on supporting educators and administrators in Iowa so they are prepared to meet the needs of all learners in Iowa classrooms.

In the past, districts have been awarded funds to encourage the implementation and use of research-based strategies that have had the highest probability of improving student achievement by narrowing the achievement gap. Successful districts focused on maintaining a commitment to cultural competency training, providing professional development that utilized research-based strategies, sustaining high expectations for students, and creating partnerships between schools, families, communities, and businesses.

The Continuous Improvement Process is central to the development, implementation, and evaluation of the impact of all initiatives at the Department. The cycle includes these functions: Data collection and analysis, goal identification, selection of content/strategies, development and implementation of training, implementation, ongoing formative data collection, and summative program evaluation.

The following pages highlight some of the initiatives in Iowa that support diverse learners. Many of these initiatives have been developed at the Department and delivered through our area education agencies (AEAs).

8th Grade Plan

The plan begins with the students in grade 8 this year (graduating class of 2013) and includes the coursework needed to support the school's graduation and core curriculum requirements. The plan includes career options and identifies the coursework needed to support the student's postsecondary education and career possibilities.

The Department, in partnership with the Iowa College Student Aid Commission (ICSAC), provides free access, training and support to every Iowa secondary school and secondary student for this comprehensive electronic career planning tool (Iowa Choices). Each school district will report to the student and their family annually, the student's progress toward completing the core curriculum and graduation requirements.

The components of the plan are: creating an electronic student portfolio (linked to the city and school), a career finder assessment and saved careers, a cluster finder assessment and saved careers, a course plan built utilizing their saved career option(s) and their schools course handbook, a parent approval form (printed or electronic) and summary of these steps. All of these components are self-contained within the "Iowa Guideways", of Iowa Choices to enable a student to complete the state components for

this legislation within an electronic portfolio. This section is a self-directed tool for the student and provides the opportunity for the student to complete at different times or at different computers.

School professionals have the ability to provide communication, feedback, and counsel to the student's portfolio. Professional educator tools include research and white papers on career development, lesson plans for career integration, educational links, and Iowa labor market information. Data on completion of the state components is also available within the professional tools. Each school can collect specific student data on career information within the system such as saved careers and career clusters, schools, college applications, course plans, and active portfolios.

Career development is an ongoing process for every Iowa student. Students in their adolescent years "try on" career possibilities as they grow and learn. The 8th grade plan and career information in Iowa Choices provides a common foundation for Iowa students to learn, collect, and plan as they manage their future of career and schooling possibilities.

Breaking Barriers to Teaching and Learning Award

The *Breaking Barriers to Teaching and Learning Award* was created by the State Board of Education to recognize successful efforts to eliminate achievement gaps by improving instruction, curriculum and programs, and professional development opportunities for school staff. Districts earn the award if they make significant improvement among any subgroup of students in at least one grade level and subject, without allowing any other subgroup of students to decline significantly. Districts are recognized for this award every fall.

Disproportionality

The 2004 IDEA amendments and the 2006 regulations for implementation require school districts to analyze data on significant disproportionality related to special education identification, restrictive placement, and/or students who have been suspended or expelled. If schools are significantly disproportionate in any of these areas, they must reserve 15 percent of their IDEA grants to provide comprehensive Coordinated Early Learning Services.

The following activities are included in the District Action Plans filed by districts that were required to develop plans for Coordinated Early Intervening Services as a result of their identification as districts with significant disproportionality.

The plans and activities are those that districts are planning on implementing during the 2008-2009 school year.

1. Certain districts are in their second year of implementing what they have been learning in regards to Differentiation of Instruction. In order to assist them with the implementation, they are improving their assessment tools and processes. They will be developing tools that will allow them to have more timely data that will be used to screen students earlier in the year. This screening will allow for better matching of students to the interventions that they need. It will also provide data that will be used during the year to make changes to intervention groups.

2. Many districts are implementing co-teaching models in their middle schools and high schools. These models assist students with IEPs but also assist struggling students that are English Language Learners (ELL) as well.

3. Certain districts are supplementing their current ELL services with additional time and resources that will directly impact student support and learning.

4. A number of districts have implemented the use of grade level meetings amongst building staff. These staff meetings are to accomplish the following:
   - Plan universal screening procedures for students
   - Complete data analysis - hold "data days" throughout the year
   - Implement a tiered system of supports and interventions
   - Organize and oversee student mentoring and after school programs targeted at literacy
   - Provide parent workshops

5. A number of districts will conduct focused professional development. Some of the Topics will include:
   - Diversity and Cultural Competency Workshops
   - Improving Schools for African American Students: A Reader for Educational Leaders
   - Through Ebony Eyes
   - Ruby Payne's Framework for Addressing Poverty

6. Many districts are implementing Response to Intervention or Instructional Decision Making as a way to meet the needs of all learners. They are continuing to implement the following:
   - Gathering of universal screening data on all students
   - Improving their core instruction - Reading and Math
   - Data analysis
   - Learning and working together as teams of teachers and administration
   - Designing and implementing tiers of interventions
   - Progress monitoring

7. Based on district and grade level data, certain districts have implemented Early Literacy Efforts. These begin after the first quarter of first grade and first semester of kindergarten. The strategies focus on non-proficient and struggling readers. They provide direct instruction on: phonological awareness, alphabetic principal, vocabulary and comprehension.

8. Certain districts are also providing intensive one-on-one tutoring for identified struggling readers, including students of color. When the intervention best matches their skill need, they are using the Orton-Gillingham reading approach.

9. One district is in its second year of providing Early Intervention Counseling. A counselor is scheduled in all of the district's elementary schools. The focus of the work is with kindergarten through second grade students whose social-emotional and /or behavioral issues placed them at-risk for difficulty in the general education setting. This counselor also works with parents and assists them in working with their students' behaviors at home. The counselor also provides professional development for teachers by sharing researched best practices that assist educators in becoming more culturally competent.

10. Districts are working with members of their community in order to better support minority students and their families. They have involved administrators from organizations in their communities, pastors, and leaders in the African American community. They have also supported their staff in attending conferences at the state and national level that address the topic of disproportionality and the needs of diverse students.

11. More districts across the state are learning about and beginning to implement Positive Behavioral Support strategies. The procedures, processes, strategies and learning opportunities provide educators with skills that address the systems that need to be in place for all learners to learn and be successful.

12. Many districts are finding a variety of methods that encourage families to become involved with their student's education. They are being creative about getting parents and families to come to school for activities and meetings. They are also going out into the community to homes, centers, and libraries to make linkages with families.

GED on Demand

Iowa Public Television, Mediacom and the Iowa Department of Education's Division of Community Colleges and Workforce Preparation have partnered to make IPTV's **GED Connection** programs available to Iowa's Mediacom Digital Cable customers in Iowa via their "On Demand" programming service at no charge. This will enable viewers in Mediacom's service area to view **GED Connection** programs at their convenience. This service officially launched on October 1, 2008.

The 39 programs are designed to serve as a tool to help GED instructors help students prepare to take the GED Test Battery at an Iowa GED Test Center. The programs include writing, reading, social studies, science, and mathematics instructional content. **GED Connection** programs are also streamed on IPTV's Adult Literacy website (www.iptv.org/education)

Iowa Culture and Language Conference

The Iowa Culture and Language Conference (ICLC) is one of the most important initiatives supported by the Title III section of the Iowa Department of Education. It is also one of the most significant expressions of multiculturalism and pro-diversity education in our state.

Over 950 people attended last year's conference. There were participants from over 14 states, such that the ICLC has become a model for multicultural and inclusive education. There were high quality presentations and workshops on theoretical and practical aspects of language instruction and cultural diversity from some of the world's leading experts. There were high quality socio-cultural events that strengthened and deepened Iowa's sense of itself as a community of cultures.

Iowa is a living, breathing organism composed of many cultures and communities. Each culture and community has a variety of languages. The relationships between the cultures are constantly redefined and re-negotiated. To effectively offer English-language instruction means to understand this complex of people, ideas, practices, language and culture. Deeper education cannot take place without such understanding. The ICLC brings together in one place the many voices – the educational, academic, cultural, artistic, economic, and social – to reflect on the best of our experiences and create a better learning community.

The ICLC's workshops and activities are planned and executed by the people who are professional and community people involved in the everyday practice of language and cultural education, not just educational experts. Such education is both in the classroom and in the community. Educational experts are very important but those same experts recognize that they themselves are only part of the equation.

Iowa's own professional educators have expressed a need and desire for the kind of cultural and linguistic competencies that will facilitate high-quality instruction. Greater awareness of social issues such as immigration, religion, and cultural history are as significant to quality instruction as the theory and practices of assessment, grammar, and classroom management. Again, good programs must be organically related to the communities that they serve. The enthusiastic exchange of ideas and experience creates the kind of cross fertilization of skills and perspectives that keeps our programs rooted and effective.

Learning Supports

Broadly defined, Learning Supports are activities, programs, services, initiatives, and structures (beyond core curriculum, instruction and assessment) that are intended to facilitate learning and the development of each and every learner to ensure student success in school and in life. Content areas for learning supports include:

Supports for Instruction that foster healthy cognitive, social-emotional, and physical development. Supports for instruction are multiple ways of providing supports to ensure that children and youth have the full benefit of quality instruction. Some examples of supports for instruction include, 21st Century Community Learning Centers, After School Programs, and Alternative Education.

Family Supports and Involvement that promote and enhance the involvement of parents and family members in education. Some examples of family supports and involvement include the Parent-Educator Connection, Head Start, Shared Visions, and Parent Information Resource Center.

Community Partnerships that promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports. Some examples of community partnerships include 21st Century Community Learning Centers, GEAR UP, and At-Risk and Dropout Prevention.

Safe, Healthy and Caring Learning Environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up. Some examples of safe, healthy and caring learning environments include Counseling and Guidance, Health Promotion Initiative, Olweus Bullying Prevention Program, and School-wide Positive Behavioral Supports.

Supports for Transitions that enhance the school's ability to address a variety of transition concerns that confront children, youth and their families. Some examples of supports for transitions include counseling and guidance, transition IEP, and the 8th grade plan.

Child/Youth Engagement that promote opportunities for youth to be engaged in and contribute to their communities. Some examples of child/youth engagement include 21st Century Community Learning Centers, Service Learning and Before and After school programs.

In order to develop and implement a comprehensive and integrated system of learning supports for Iowa schools, barriers to learning must be identified and removed. In addition, supports need to be established in all of the above content areas and across multiple levels of learners (core, supplemental, and intensive). The needs of target populations (as defined by such characteristics as race/ethnicity, disability, giftedness, socioeconomic status, gender, Gay, Lesbian, Bisexual, Transgender [GLBT], and language) are considered when gaps in services and successful strategies are identified.

Learning Supports uses existing frameworks, such as the Iowa Professional Development Model and Instructional Decision Making to provide common language, reduce fragmentation, and avoid duplication of efforts within the educational community. Statewide, Learning Supports shares common goals and coordinates efforts with the Iowa Collaboration for Youth Development.

Collaborative Teams

Department of Education Learning Supports Team – Six staff at the Department have responsibility for the development of an integrated and comprehensive statewide system of learning supports. In addition to the leadership that they provide to Learning Supports, they are also responsible for the following individual statewide initiatives which would be considered part of the overall system of learning supports in Iowa:

- Positive Behavior Supports
- Component Recovery/Tracking
- GEAR UP

- Iowa High School Project
- Dropout Pilot – Transition Study
- Olweus

- Dropout Prevention Pilots
- Intensive Supports
- LINCS

- Reducing Suspensions/ Expulsions
- Learning Supports Content Network
- Mental Health Coordination

AEA Learning Supports Coordinators – Each AEA has an identified Learning Supports Coordinator. In some cases, AEAs have developed Learning Supports Teams. The Coordinators participate in training/consultation with national Learning Supports experts and partner with DE staff in the development of tools that will be used across multiple levels (state, AEA, district, and school) to implement systems of learning supports, monitor the implementation, and evaluate the effectiveness of learning supports through identified results and indicators.

Statewide Learning Supports Advisory Team - The Learning Supports Advisory Team (LSAT) is a statewide, cross-agency/organization think-tank developed to assist in providing guidance to the Department to create an integrated system that supports all students in achieving success at school and in life. LSAT is focused on: (1) identifying problems/needs that must be attended to as a state, (2) researching possible solutions to identified problems/needs, (3) recommending and/or guiding the development of specific solutions, and (4) identifying and dealing with triage areas. LSAT seeks to integrate, align and embed activities, initiatives, programs, training and professional development across the areas of social, emotional, behavioral, mental health and achievement.

The impact of learning supports on student achievement will be determined by regular review of Department result areas and indicators that have been aligned with result areas and indicators established by the Iowa Collaboration for Youth Development.

Whenever such data is available, indicator data will be disaggregated to determine the impact on target populations (race/ethnicity, disability, giftedness, socioeconomic status, gender, GLBT, and language.)

Our Kids Summer Institute

According to the Center for Research on Education, Diversity and Excellence (CREDE), the face of American education is changing radically (2006). Increasingly, students in K–12 classrooms come from families with diverse linguistic and cultural backgrounds. According to Darling-Hammond (2006), schools and teacher education programs have begun to rethink pre-service and in-service professional development to take into account the need for teachers to work effectively with students learning English. New approaches to teacher education are based on the belief that ELLs access to challenging content can be enhanced through teaching strategies that provide multiple pathways to the understanding of language and content. Because students must use language to acquire academic content in mainstream classes, second language teaching must be integrated with the social, cultural, and political contexts of language use.

In an effort to address these challenges, Our Kids Summer Institute was developed and implemented in an effort to provide on-going targeted professional development based upon the Iowa context. District and building administrators, institutes of higher education (IHE), teacher educators and teacher candidates, community college instructors, K-12 educators, consultants, and staff are provided targeted training to support their role in maximizing ELL success in Iowa's K-12 schools. Our Kids Summer Institute is designed around the philosophy of team-based learning and features nationally recognized speakers, ELL teaching strategies in the content areas, and experiential training in cross-cultural competence. Participants return to their respective professional roles with a wealth of ideas and resources and are accountable for implementing and documenting their learning. Our Kids Summer Institute, in conjunction with the Iowa Culture and Language Conference, has become a vital link in Iowa that educators rely on to maintain a supportive network for the infusion of ELL best practice.

Project POWER UP (Providing Opportunities for Administrators with English Language Learners in Rural and Urban Programs)

A critical shortage area in rural states relates to the number of administrators who are versed in ELL best practice. According to Brown University (2006), administrators in rural states, such as Iowa, often do not place ELL policy, budget, and other support mechanisms very high among the school's priorities. The Power Up grant seeks to address the critical shortage area of qualified administrators who are versed in the unique needs of at risk ELL populations and to assist them in making policy decisions

related to ELLs. Project POWER UP will result in an increased number of administrators with the ELL Leadership Certificate who have the appropriate leadership and cross-cultural competencies to make a significant impact and maximize the success of ELL students in their districts.

The POWER UP Project is part of a comprehensive effort to improve leadership, teaching, and learning through a combination of research based intensive coursework, high quality professional development, and alignment of the ELL Leadership Certificate program with K-12 State standards and assessments. The ELL Leadership Certificate coursework includes 12 graduate-credit hours and reflects up-to-date knowledge from research and effective practice. They are aligned with K-12 state standards and assessments, including English language proficiency standards and content standards. Successful completion of the coursework will result in an ELL Leadership certification and administrative candidates will be better prepared to meet the challenges of school leadership in the 21st century.

Stem Equity Pipeline Project

The purpose of the Stem Equity Pipeline Project is to expand options for women and girls in science, technology, engineering and math. This effort is a collaborative effort between State Teams and an Extension of Services Group of leading researchers and practitioners in gender equity and STEM education to:
- Build the capacity of the formal education community to implement research-based approaches proven to increase the participation and completion of females, including those with disabilities, in STEM education;
- Institutionalize the implemented strategies by connecting the outcomes to existing accountability systems; and
- Broaden the commitment to gender equity in STEM education.

The individuals who receive training will share their expertise through a variety of existing systems. The primary method will be through offering workshops/sessions in the following ways:
- Ongoing professional development offerings through AEAs
- Targeted workshops for science/math consultants at the state, AEA and school district level.
- Special workshops/sessions at existing conferences:
  - Iowa High School Summit
  - Iowa Science Teachers Conference
  - Iowa Math Teachers Conference
- Incorporation of gender components into community college programs offered by the Regent universities.
- Ongoing technical assistance via Department consultants
- Webinars, ICN, and workshops offered by Regent Institutions

Teacher Development Academies

In order to improve instruction and increase student achievement, quality professional development must be provided. Through the implementation of the Iowa Professional Development Model (IPDM), Iowa's teachers will be better prepared to implement research-based instruction that has a direct impact on reading, mathematics, and science achievement.

Educational research and the professional literature in K-12 education have consistently shown that the instruction provided by teachers in classrooms has a direct impact on the achievement of students. Investment in quality professional development is critical to increasing the skills of teachers to improve student learning.

Over the past three school years, Iowa's districts have had the opportunity to participate in Teacher Development Academies (TDAs) aimed at increasing teacher skills and student achievement. The TDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the IPDM. The five academies include:

- **Question-Answer Response (QAR):** A professional development opportunity for middle and high school teams who have targeted improved student performance for staff development. This academy focuses on a question and answer strategy intended to improve students' reading comprehension in the content areas. To date, 21 school teams from 19 school districts have participated in QAR.
- **Concept-Oriented Reading Instruction (CORI):** This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from 12 schools representing eight school districts have participated in CORI.
- **Second Chance Reading (SCR):** A program that provides a specific course for struggling readers at the middle and high school levels. To date, 96 schools from 56 school districts have participated in SCR.
- **Cognitively Guided Instruction (CGI):** A teacher professional development program based on over 20 years of research. The training targets primary level elementary school teams. CGI is a framework for understanding how children learn the concepts of numbers, operations and algebra, and is integrated into current mathematics instruction. To date, teams from 24 elementary schools from 15 school districts have participated in CGI.
- **Authentic Intellectual Work (AIW):** This is an instructional approach emphasizing cognitive complexity, or teaching for understanding. AIW is characterized by *construction of knowledge* through the use of *disciplined inquiry*, to produce discourse, products, or performances that have *value beyond school.* To date, 36 schools have participated in AIW.

STEM Equity pipeline

National Alliance for Partnerships in Equity
Education Foundation
P.O. Box 369, Cochranville, PA 610.593.8038 fax 610.593.7283 www.napequity.org

Forming a State Team

The STEM Equity Pipeline Project will:

- Build the capacity of the formal education community to implement research based approaches proven to increase the participation and completion of females, including those with disabilities, in STEM education

- institutionalize the implemented strategies by connecting the outcomes to existing accountability systems, and

- broaden the commitment to gender equity in STEM education.

State Team Composition
The most important criteria for any member of your STEM Equity Pipeline State Team is that they have a personal passion and professional commitment to increasing the participation of women and girls in science, technology, engineering and math (STEM) career and technical education programs at the secondary and community college level.

State Contact(s)
Each state participating in the Project must identify a lead contact. In the case where there are separate secondary and postsecondary agencies participating, there should be one person from each agency assigned this responsibility. This person:
- must be working full-time in the agency
- will be the main contact for the STEM Equity
- Pipeline Facilitator assigned to work with the state
- will organize and provide leadership for the State Team

State Leadership Team Members Consisting of Approximately 8-10 persons will:
- be trained to conduct training in the 5 Step Program Improvement Process.
- work with the STEM Equity Pipeline Facilitator to design State Team professional development and implementation of the 5 Step Program Improvement Process training.
- work with the STEM Equity Pipeline Evaluators to provide STEM career cluster and related data for use in the 5 Step training and for project evaluation purposes.
- function as the State Team planning committee and provide leadership to the State Team to implement their STEM Equity Pipeline plan.
- attend the STEM Equity Pipeline State Team Leadership Training in Washington, DC April 6-10, 2008. Each state team will receive up to $7500 in travel reimbursement to support members of the state team to attend the training.

State Team Member Will:
- participate in State Team identified professional development to build their own professional development and technical assistance capacity through bi-monthly webinars, three webcasts and an annual professional development meeting.
- provide "extension services" to local teachers, administrators and staff at middle schools, high schools, and community colleges

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INSTITUTIONALIZE the implemented strategies by connecting the outcomes to existing accountability systems; and

BROADEN the commitment to gender equity in STEM education.

Step 1: Document Performance Results.

The first step in the process is to describe state and school/college performance on the core indicators by comparing performance levels between schools/colleges, student populations, and programs over time. This step uses summary statistics and basic graphs and charts to document performance and identify improvement priorities.

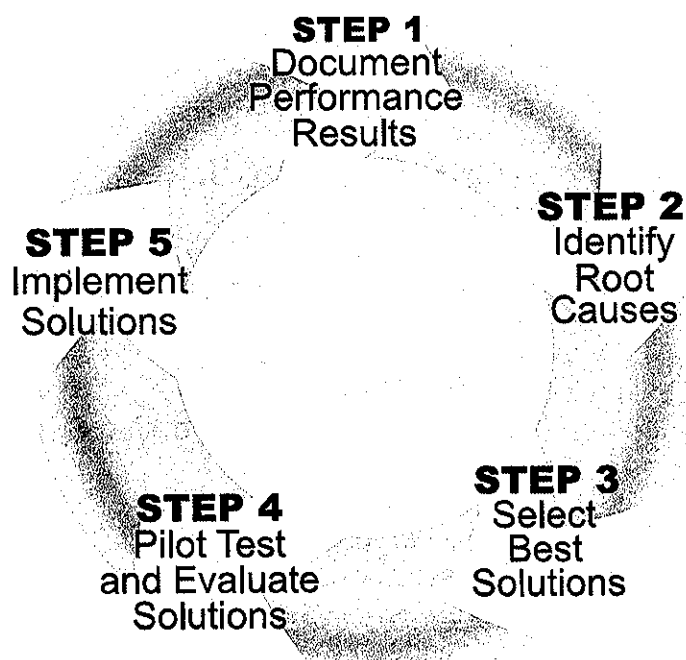## Step 2: Identify Root Causes.

The second step is to analyze performance data and use additional information and methods to determine the most important and most direct causes of performance gaps that can be addressed by improvement strategies and specific solutions. This step encourages states to use multiple methods to identify and evaluate potential causes and select a few critical root causes as the focus of improvement efforts.

Step 3: Select Best Solutions.

The third step is to identify and evaluate potential solutions to performance problems, including both improvement strategies and program models, by reviewing and evaluating the underlying logic of these solutions and the empirical evidence of their effectiveness in achieving performance results.

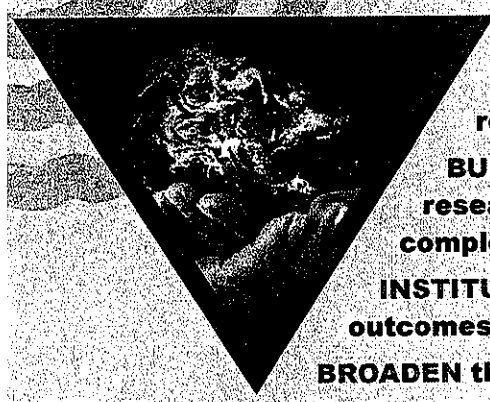## Step 4: Pilot Test and Evaluate Solutions.

The fourth step is to conduct pilot testing and evaluation of solutions. This step presents practical yet rigorous methods and tools for evaluating solutions before full implementation at the state or institutional levels.

STEP 1
Document Performance Results

STEP 2
Identify Root Causes

STEP 3
Select Best Solutions

STEP 4
Pilot Test and Evaluate Solutions

STEP 5
Implement Solutions

Step 5: Implement Solutions.
The fifth step is to implement fully tested solutions based on plans that evaluate the success of the solution in reaching the expected performance results. This step also addresses how to use evaluation results to plan the next steps in state and local improvement efforts.

www.stemequitypipeline.org

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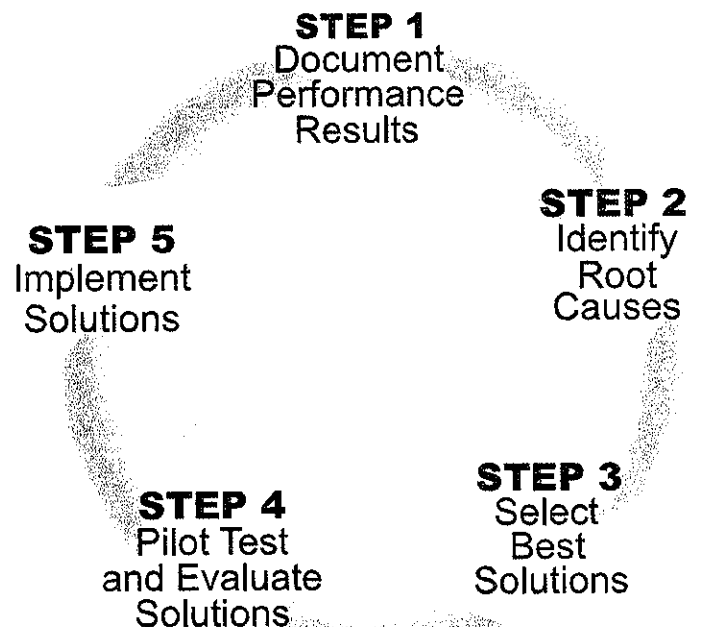
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STEM Equity pipeline

"Expanding Options for Women and Girls in Science, Technology, Engineering and Math"

STEM-Related Career Clusters

Today's global economy has presented great challenges for the U.S. In order to compete effectively in the current global economy the U.S. must bring together industry leaders and educators to increase the population's skills in STEM (Science, Technology, Engineering and Math). The need for qualified individuals in scientific and engineering-related fields has far outgrown the needs of the general workforce.

Science, Technology, Engineering, and Mathematics (STEM)
Engineering and Technology
Science and Mathematics

Architecture & Construction
Design/Pre-Construction
Construction
Maintenance/Operations

Agriculture, Food, and Natural Resources
Food Products and Processing Systems
Plant Systems
Animal Systems
Power, Structural & Technical Systems
Natural Resources Systems
Environmental Service Systems
Agribusiness Systems

Health Science
Therapeutic Services
Diagnostic Services
Health Informatics
Support Services
Biotechnology Research
    and Development

Information Technology
Network Systems
Information Support and Services
Interactive Media
Programming and
    Software Development

Manufacturing
Production
Manufacturing Production
    Process Development
Maintenance, Installation and Repair
Quality Assurance
Logistics and Inventory Control
Health, Safety and
    Environmental Assurance

Transportation, Distribution, and Logistics
Transportation Operations
Logistics Planning and
    Management Services
Warehousing and Distribution
    Center Operations
Facility and Mobile
    Equipment Maintenance
Transportation Systems/Infrastructure
    Planning, Management
    and Regulations
Health, Safety and
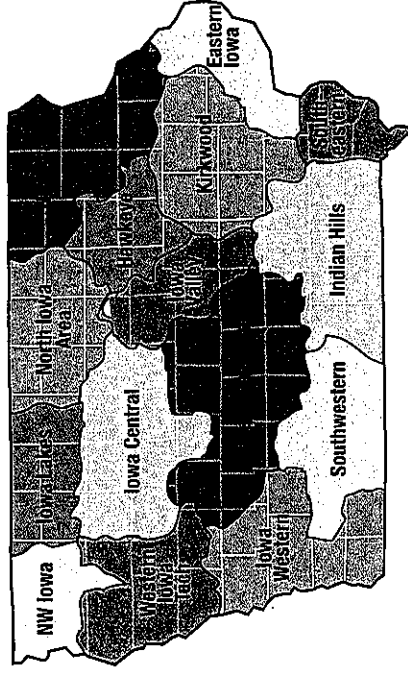   Environmental Management
Sales and Service

www.stemequitypipeline.org

GED ON DEMAND:
LEARNING – TO GO!

NW Iowa · Western Iowa Tech · Iowa Lakes · North Iowa Area · Hawkeye · Northeast Iowa · Kirkwood · Eastern Iowa · Iowa Central · Iowa Valley · Iowa Western · Des Moines Area · Southwestern · Indian Hills · Southeastern · Eastern Iowa

Visit www.readiowa.org
to find the closest community college
and begin your journey toward
a GED today!

GED On Demand: Learning – To Go!
is made possible through the efforts of:

Iowa Department of Education
Division of Community Colleges
& Workforce Preparation

Iowa Public Television

Mediacom

Community College	Adult Literacy Contact Number
Northeast Iowa Community College	**Calmar Campus** 800-782-2256 ext. 311 **Peosta Campus** 800-728-6367 ext. 226 or 563-556-5110 ext. 226 **Dubuque Center** 563-557-8271 ext. 100
North Iowa Area Community College	6471-422-4362 or 1-888-GO NIACC ext. 4362
Iowa Lakes Community College	712-362-7231 or 800-252-5664
Northwest Iowa Community College	712-324-5061 ext 119 (local) or 800-352-4907 ext. 119
Iowa Central Community College	**Fort Dodge Center** 515-574-1040 **Storm Lake Center** 712-749-5179
Iowa Valley Community College	641-844-5780 or 800-284-4823 ext.5780
Hawkeye Community College	319-234-5745
Eastern Iowa Community College	**Clinton Community College** 563-244-7185 or toll free within the 563 area code, 800-637-0559 **Muscatine Community College** 563-288-6161 or 800-351-4669 **Eastern Iowa Community College District** 563-326-5319 or 800-895-0811
Kirkwood Community College	319-366-0142
Des Moines Area Community College	515-287-8700
Western Iowa Tech Community College	712-274-8733 ext. 1285 or 800-352-4649
Iowa Western Community College	800-432-5852 ext. 3266 or 712-325-3266
Southwestern Community College	800-247-4023 ext. 497 or 641-782-1497
Indian Hills Community College	**Ottumwa SUCCESS Center** 641-683-5238 or 800-726-2585 ext. 5238 **Centerville SUCCESS Center** 641-856-2143 ext. 2232 or 2207 or 800-670-3641 ext. 2232 or 2207
Southeastern Community College	**West Burlington Campus** 319-752-2731 **Keokuk Campus** 319-524-3221

GED Connection programs are made
available by Iowa Public Television.

WHAT YOU NEED TO KNOW ABOUT GETTING YOUR GED IN IOWA

WHAT IS THE GED?

The Iowa High School Equivalency Diploma (GED) certifies that a person has reached a high school level of academic knowledge and skills, no matter where or in what manner the individual learned them. The only way to receive a GED is to pass each of the five official GED Test Battery subtests: Science, Mathematics, Social Studies, Language Arts Writing and Language Arts Reading. These five tests also measure skills in communications, information processing, problem solving and critical thinking.

You can ONLY take the official GED Test Battery at an approved Iowa GED test center. There are no online or correspondence testing programs recognized by the General Educational Development Testing Service of the American Council of Education.

Special accommodations can be made for candidates with a documented physical, sensory, emotional or specific learning disability.

WHO CAN TAKE THE GED?

You may take the GED tests in Iowa if:

- *You are at least 17 years of age or older*
- *You are not enrolled in high school*
- *You have not graduated from high school*

WHAT IS MY FIRST STEP?

Iowa's 15 community colleges play an integral role in assisting Iowans wishing to earn their GED by offering pretests and customized instruction. Official practice tests and GED tests are administered through community colleges at multiple locations and various times during the day to help meet your needs.

The first step toward preparing for your GED is to connect with a community college in your area. A qualified, supportive instructor will help you determine how to begin preparing for the GED.

As part of your preparation, your instructor will offer you information about how to access GED On Demand, a service offered through Mediacom to help individuals prepare to take the GED tests. Using GED On Demand is not a substitute for working with your instructor, but rather is a way of enhancing your learning options. You will need to check with your on-site instructor periodically to determine your progress and your next steps in preparing for practice tests and, ultimately, your official GED test.

HOW DOES GED ON DEMAND WORK?

Once you have your starting point, you can combine study at a community college and study at home using GED On Demand. GED On Demand integrates GED Connection videos into the "On Demand" programming that Mediacom offers to Digital Cable Connection customers in Iowa. This allows you to view GED Connection programs as many times as you want, whenever you want, for no extra charge. You may even pause, rewind and fast-forward as needed to help optimize your learning experience.

ACCESSING THESE PROGRAMS IS AS EASY AS 1-2-3.

1 *Go to Channel 1, Mediacom Local*

2 *Select GED On Demand*

3 *Choose from: Orientation, Writing, Reading, Social Studies, Science, or Mathematics.*

STUDENTS MAY QUALIFY FOR DIGITAL CABLE DISCOUNTS WHILE USING GED ON DEMAND!